

Los Medanos College

Child Study Center and Lab School

2700 East Leland Road
Pittsburg, California 94565
(925) 473-7640

Child Study Center Telephone Numbers Call (925) 473- then add the appropriate last 4 digits

- Pre-K (3,4 & 5 years) Classroom 36699 Rm. # 112
- Pre-K(3,4 & 5 years) Classroom 37633 Rm. #111
- Toddler (2 & 3 years) Classroom 37180 Rm. #119
- Infant (0-24 months) Classroom 36650 Rm.#121
- Front Desk Receptionist 37640

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Program Hours

Pre-K care : Monday – Friday 7:50 a.m. – 4:00 p.m.
Pre-K care : Monday – Friday 7:50 a.m. – 4:00 p.m.
Toddler care : Monday – Friday 7:50 a.m. – 4:00 p.m.
Infant care : Monday – Friday 7:50 a.m. – 4:00 p.m.

Welcome

We want to welcome you to the LMC Child Study Center. This handbook is designed to help you understand who we are, what we do, and why we do it. Also, the suggestions and information found here will help familiarize you with our rules, procedures and policies.

Please read this handbook carefully so that your participation in the Child Study Center activities will be more effective and enjoyable. Keep it handy for future reference. If you have any questions or concerns, please do not hesitate to discuss them with us.

This center belongs to the students and their families. We want you to know that you are welcomed to visit at any time. You may go into your child's classroom or take advantage of our observation room to view classroom activities and your child's involvement.

We look forward to getting to know your family as we strive to together develop the very best program for our children here at Los Medanos College Child Study Center.

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PHILOSOPHY

We are committed to excellence in promoting the development of young children and educating early childhood development professionals.

We believe

- That all the ways a child grows—emotionally, socially, intellectually, and physically are interrelated, and that learning and discovering in these areas begins at a very young age.
- That the teacher’s role is to become involved in nurturing the whole child.
- In an environment where children feel safe and free to express themselves.
- That we must encourage children to explore, create, and ask questions at their own level so that they are more prepared to solve increasingly complex tasks.
- In reinforcing the primary bond that exists between the child and their family.
- In encouraging each child to create a sense of positive self-worth while at the same time appreciating differences in others
- That we should support children in their understanding of fairness for all and that we should help children to speak out and work to remedy situations when they perceive an action of injustice.
- That our role requires us to examine the nature of bias and prejudice and their effects on our daily experiences with young children.
- That we offer learning activities and materials which are concrete, real, and meaningful to the lives of the children.

Our policies, procedures, and practices serve

- To encourage families in their efforts to pursue an education or continue their work.
- To support families by offering resources, providing information, and providing a means of sharing experiences during periodic family meetings, center events, and parenting classes.
- To communicate relevant information to families regarding new research, helpful information, and ideas to use with children at home via Child Development classes and Family Center communication.
- To address each child’s progress and to coordinate the efforts of families and the Center through periodic family conferences and daily teacher - family contact.

CURRICULUM

Curricular Approach

At the Child Study Center we believe that children learn best when the topics that they study are meaningful and relevant to their lives. That is why we have chosen the emergent/project curriculum approach. What this means is that we intently observe children to understand what they are really trying to figure out about their world as they play. From our observations of what children say and do together with the children, we build a project that integrates math, language, art, music, movement, and science that helps children study in depth the things in their world that interest them. Our goal is that children learn to ask questions about what they are doing and thinking, and develop strategies to find the answers. We want to support children's learning beyond providing them with experiences. We want to support and engage them as active learners who can reflect, predict, question, record and strategize as they build an understanding about their world. What we find is that in order to do this, children are drawn to using emerging skills: math to compare and count; writing to record their ideas and outcomes; reading to find more information; and science to test their predictions.

In this curriculum model, the teacher's job is to extend the children's learning by:

- asking questions that encourage children to establish what they already know about the topic and what they would like to know
- helping children figure out approaches to finding answers for what they do not know
- providing the materials for children to developed in depth on a particular area of interest
- recording what is happening and sharing their observations with the children
- helping children record their findings
- supporting the children's reflection on the discovery process
- documenting the project for the children, families, and child development students.

Primary Care-giving and Continuity of Care

A child's learning is optimized when he/she feels comfortable and secure at school. One way to support the development of this goal is to create primary care groups with consistent primary care teachers. We have structured the program so that each child has an opportunity to develop a primary relationship with a teacher and a group of children. Each child is assigned a primary teacher and group. The primary care teacher greets the children and families, keeps a portfolio of each child's work and development, communicates observations of the child with the family, plans activities for their area, collaborates with families and students assigned to their group, and facilitates group times with their primary group of children. Children are not limited to playing only with the other children in their group or only getting assistance from their primary teacher. The Child Study Center is a collaborative environment for both teachers and children. However, we believe supporting children with some primary relationships may enhance their security at school. Whenever possible we provide *continuity in care giving* by moving teachers and or student teachers to the next class with those children who have

been in their care. In this way the trusting relationships that have been built can continue to grow.

Transitions to New Class/New Program

It is our intent to assist both parents and children as they move from one classroom to another by providing visiting days for those children who may be moving onto a new age group. We have an end of year Celebration in May to celebrate children's growth and accomplishments and congratulate them as they move onto a new class or school. Parents are encouraged to support the school by sharing in these transitions.

The Daily Routine

Each program consists of a consistent daily routine. This includes group times where teachers and children share ideas about the project curriculum, read stories, sing songs, and engage in movement activities. There is also opportunity for children to play inside using all of the interest areas as well as outside. Teachers prepare a variety of different activities over the course of the week to expand upon the project being studied so that the children may also choose to engage in during their *play time*. Teaching staff position themselves to see as many children as possible while still engaging with individuals as well as small groups of children. Nutritious snacks are offered for an extended period of each program time and children may choose when and how much they would like to eat.

The Infant/Toddler component will adjust their daily routine according to the needs and service plan of the individual children. Teaching staff supervise infants and toddlers by sight and sound at all times. Parents will provide Milk, Formula, Bottles and Baby foods until it is determined during their individual needs and service interview that their child is ready to move to finger foods and has been introduced to a wide variety of foods. Snacks will be provided by the center for the older infants/toddlers as they are able to eat the foods provided by the center as stated on the infant/toddler menu plan.

Anti-Bias Multicultural Curriculum

We infuse an Anti-Bias Curriculum Approach into all the activities we plan here at the center. An anti-bias multicultural curriculum's goal is to encourage children to:

- Be open, interested, and respectful of people's differences
- Develop an understanding of the similarities of all people
- To have children be inclusive
- To have children recognize injustices, speak-out, and take appropriate action

This sounds like a lot to ask of children but these are issues that come up daily in an early childhood program:

- "Only boys can do this."
- "You can't play."
- "What are you eating, that looks gross?"
- "Only girls cry."
- "You can't come to my birthday party."
- "How come you talk like that?"

- “I only want to play with Marissa because her favorite color is purple too!”

These and other incidents occur as children interact in a group situation. Our responses to the children can make a difference of how they think about and act towards other people.

We talk about people doing things the same way and different ways. We talk about stopping what we are doing when we see someone who is hurt or sad and helping them. We talk about it being OKAY to like different things. We also support the rule that “Everyone Plays”. This means you can play by yourself but as soon as you play with someone else you need to include everyone who would like to play.

We also rely on families to support our efforts in this area. We want you to share your home culture with the children and teachers at the Child Study Center. We want to know about you and your child. Bring in photos, family treasures, favorite recipes, and family stories. Help us support the children’s understanding and comfort of differences and similarities among people.

Animals in the Classroom

During the development of our projects, teachers may choose to explore the children’s interest of animals. Through this exploration the center may choose to include the visit of pets or include an animal in the classroom. Animals can be excellent companions and they meet the emotional needs of children and adults for love and affection. Caring for animals also gives children an opportunity to learn how to be gentle and responsible for others. Contact with animals can be fun and teach children about life, death, and unconditional love.

There may be potential health and safety risks associated with the inclusion of animals in the classroom. The following precautions will be adhered to whenever animals are considered for inclusion in the classroom.

- Program staff makes sure that any child who is allergic to a type of animal is not exposed to that animal.
- Reptiles and other exotic animals are not recommended as classroom pets because of the risk for salmonella infection. Staff will check with a veterinarian or health department when unsure whether a particular pet is appropriate for the classroom.
- Classroom pets or visiting animals appear to be in good health and their care needs are met daily.
- Pets or visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected).
- Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
- Children who are participating in the care of an animal must wash their hands before and after contact to prevent the spread of disease to the animal, to others, and to themselves.
- Infants may not participate in the care of animals or their equipment in the center due to the probable oral contact.

Admission and Enrollment Procedures

General Information

The center serves children Infant (0-24 months), Toddlers (18-36 months), Pre-Kindergarten (30 to 60 months), Kindergarten only if they have been previously enrolled in our program. Enrollment is on a semester-by-semester basis. Enrollment begins for the following semester in the last few weeks of the current semester. Families requesting Child Care services should obtain an enrollment form from the Center and schedule an enrollment appointment when there are openings in the desired program. Once enrollment processing is complete, families will be requested to attend a mandatory family orientation meeting prior to the child's enrollment. Orientation meetings are scheduled the week prior to the beginning of each school year.

Before children start in the program, all legal paperwork, such as the Admission agreement, application, LIC 613A, LIC 702, C700, CACFP 29 must be submitted during enrollment. New families must attend a parent conference before they can start in the program. A copy of Immunization records needs to be submitted and followed up on, in compliance with licensing regulations, to be able to attend. Families have four weeks to provide a physical LIC 701.

Enrollment Priority

The Center has an open registration policy due to changing enrollment patterns. New families can be added throughout the semester as openings occur. In the event that more services are requested than the Center can accommodate, an enrollment priority system is used. In order of priority, families will be enrolled who are:

- 1) Returning Cal Works/EOPS students by established registration dates
- 2) Returning students by established registration dates
- 3) Returning staff/faculty/community families
- 4) New Cal Works/EOPS
- 5) New student families in need of care
- 6) New faculty/staff/community families in need of care.

Required Child Development Courses

In our efforts to support and nurture the families in our program and to encourage strong home/school connections, all families who enroll their children in the Center are encouraged to have one family member enroll in a Child Development class.

Waiting List

Families who cannot be accepted into the program due to lack of space may place their name on an online waiting list. As space opens up throughout the semester, families on the waiting list will be notified in priority order. **The waiting list is kept for only one semester – families must reapply each semester.** New waiting lists are opened for the up-coming semester on April 1st and November 1st

FEES

Program Child Care Fees

Fees are based on each child's contracted schedule and the Center's daily program cost.

Monthly rates are published in our web site and the Current Question & Answer sheet. Partial Scholarships are available for qualifying Students.

All child care must be scheduled in the following program options:

	M/W/F	M - F
8:00/8:30am - 12:00/12:30pm	PK,T & I	PK,T & I
12:00pm - 4:00pm	PK	PK
8:00am – 4:00pm	P,K,T & I	P,K,T & I

You may enroll in as many days per week as the Center has available.

Fees are billed near the 25th of each month and are due on the 1st of the month in order to continue in the program. *Fees are based on the number of contracted hours, not the hours the child actually attends.* Childcare fees are paid monthly at the Cashier’s window in the Business Office **prior to your child’s attendance.** Extra hour fees are added as used. Bills are distributed monthly in your child’s cubbies. Payments received after the first school day of the month are subject to a \$15.00 penalty. Payment can be made in the form of cash, money order, personal check or credit card; however, please note that there is a charge of \$25.00 on all checks returned for insufficient funds. Payment must be done either at the cashier’s window or by phone with a card during regular business hours through insite portal.

It is the Child Study Center policy that no family may be behind in the tuition payment. If you find that you cannot make one month’s payment on time, please speak with our director so you are not placed in jeopardy of losing your childcare.

When a child is enrolled, the family signs a contract stating the scheduled hours he/she needs child care services for. **Families are charged for the contracted schedule regardless of the child’s attendance.** This is necessary to cover our daily costs which remain constant whether or not your child is at the Center. If you wish to change your hours or drop from the program you must use the Change of Schedule form to avoid being charged for program days you no longer need. Please see the receptionist at the Child Study Center front desk. At least two weeks’ notice must be given prior to dropping or reducing contract hours. Requesting additional contract hours will be arranged on a priority basis with student families having first choice.

Center Closures for College Closures and Training Activities

The Child Study Center follows the college calendar. On designated holidays, the Center is closed and no child care is available. Holiday closures have been accounted for along with fluctuating days in the month to provide families with a consistent tuition price therefore eliminating the need to add or deduct on a monthly basis.

In case of an unplanned closure the center will continue to operate remotely via Canvas zoom meetings. Tuition will not be suspended or reimbursed.

Registration Fee

Families pay a yearly registration fee for fall and spring semesters, at the time of enrollment. This fee may be paid once a year or arrangements may be made to pay per semester. If you choose to enroll in the summer camp program an additional registration fee is charged (this registration fee is charged separately so that families do not lose their priority enrollment for fall semester should they choose not to enroll in the summer

program). The amount of this registration fee depends upon the number of children families have attending the Center. Registration Fees are NOT refundable. All fees are paid at the cashier's window in the LMC Business Office prior to enrollment.

Extra Hours Policy

In the event that a family anticipates needing more child care than the contracted hours (perhaps for a meeting or to study) request the additional time in writing (please use the *Request Form for Daily Extra Hours*). As soon as the request is given to the child's teacher, the teacher will determine if she or he can accommodate the additional time. Families will be billed the hourly rate for the additional time with that month's billing.

Extended Pick-up / Early Drop-off Fees

If you know ahead of time that you will need additional care for your child, use a Request Form for Daily Extra Hours, explained above, to avoid late pick-up or early drop-off penalty fees.

You may drop off your child up to 10 minutes prior to your scheduled class times. If you have a class that begins at 8:00, you may drop your child off at 7:50 or after. If you arrive sooner than 10 minutes prior to your scheduled drop-off time, feel free to come inside and stay with your child, joining in an activity, looking at a book, or playing together! When it is time for you to leave, assure your child that you will return and make sure the teacher is aware of your need to leave.

Late Pick-up / Early Drop-off Fees

Please be prompt when picking up your child. A penalty fee will be assessed if you drop off or pick your child up outside of your contract hours. **If you are late, you will be charged a late fee. The penalty fee is \$1.00 per minute.** In the event you must pick your child up later than contracted, be sure to notify us so that we can prepare your child for your late arrival (late fees will still be charged). Please call the campus phone (925 437-7640) and also the number for your child's classroom (Infants 437-7635, Toddlers 437-7634, Pre-school Rm 111 437- 7632, Pre-school Rm 112 437-7633). Children who are not picked up at the scheduled time will be available for pick up in the director's office located in the reception area of the Child Study Center. **When every attempt to reach emergency contacts has failed, Police Services will become involved.** Teachers and staff have classes and family responsibilities and must leave promptly at the end of their work shift.

Families will need to pay any late pick-up fees directly to the Cashier Window **before** their child may return to the Center. The administration reserves the right to terminate the enrollment of the child or children of families who are late three times in the course of any one semester period.

CHANGES IN SCHEDULE - AMENDMENT TO CONTRACTUAL AGREEMENT

Changing Schedule

In the event that you find your schedule changing and need to change the times your child uses the Center, you must complete a Change of Schedule/Notice of Withdrawal form

and return it to a staff member at the Center. Schedule changes may occur at the first of each month with at least two weeks' notice. **Schedule changes cannot be accepted during the last 3 weeks of any semester.** Students, please attach a copy of your new class schedule to the Change of Schedule form. A *maximum* of 3 schedule changes can be accommodated per semester.

Withdrawing

If you need to withdraw your child from the Center, you must complete a Change of Schedule/Notice of Withdrawal form with two weeks' notice before the next month begins. When you fill out the form, check the "I no longer need child care" box. Unless you properly notify the Center of your child's withdrawal, we will continue to bill child care fees to you while we hold your child's spot. It is imperative that you formally withdraw your child from the Center to avoid continued charges!! **No withdraws will be accepted the last 3 weeks of the semester. Full contracted fees will be calculated during this period of time.**

Extended Leaves or Absences

If your child has to leave the Center for an extended period of time, you should discuss your plans with the staff as early as possible. Families must continue to pay the child's regular contracted fee in order to hold the space in the Center.

COMMUNICATION

Daily Communication

We will place daily communications in the Child Study Center Canvas page and you will receive update e-mails with the information, some information might be placed in your child's portfolio or cubby. Also, announcements and general information will be posted on the entry door of each program. Please feel free to approach your child's teacher when you have information to share, questions to ask, or the need to talk with someone.

It is ideal if you can arrange to give yourself 10 or 15 minutes when you drop off your child and when you pick him or her up again. This will allow for informal family/teacher communication on a regular basis, which helps everyone adjust to new situations and keeps the home and Center in touch. It is critical at the beginning and end of your child's day that a classroom teacher acknowledges your presence. Be sure to check in when you arrive and say good-bye as you and your child leave, along with signing your child in and out on the daily attendance sheet. When you would like to visit with other families in the program, please use the atrium or parent lobby area as to not distract the teachers and children

Family-teacher Conferences

Family-Teacher conferences will be held regularly throughout the school year. These conferences provide a valuable opportunity for families and teachers to share insights, exchange information, and collaboratively set goals to support each child's growth and development.

An initial family conference will be scheduled before the child starts for new families and within the first four weeks of enrollment for returning families. This meeting will focus on how your child is adjusting to school and help establish developmental goals for the year. To support this process, families will be asked to complete the Ages & Stages Questionnaires (ASQ-3 and ASQ-SE) appropriate to their child's age. These tools help us better understand where your child is developmentally and guide our planning.

Additional conferences will be scheduled before the end of each semester to discuss your child's progress. We use the California State Foundations, Curriculum Framework, and the Desired Results Developmental Profile (DRDP) to design meaningful learning experiences tailored to each child's needs. Assessment is a collaborative and interactive process between families and teachers. We recognize that families are the most knowledgeable about their child's strengths, interests, and developmental milestones, and we deeply value your observations and input. When teachers encounter areas of uncertainty, your insights are essential in helping us build a complete picture of your child's development. During conference periods, your child's teacher will post a schedule of available meeting times. You are invited to sign up for a time that works best for you. Of course, you are always welcome to request a conference at any time if you have questions or concerns about your child. As an institution, we continuously adapt our assessment tools to align with the California Teaching Commission Requirements and Los Medanos College coursework, ensuring our practices remain current and effective.

Upon enrollment in the infant and toddler component families will complete a needs and services plan with subsequent interviews as follows: 0-1-month, weekly plans; 1-6 months, monthly plans; 6-12 months, bi-monthly; and 12 months–2 years, quarterly.

Families in the Classroom

Families choosing the Center for their child or children are working, attending school or community members. Families are welcome in the classroom any time they have a break in their schedule and wish to use that time with their child or children. Sharing lunchtime with your child can be a very pleasant experience if your free time coincides with his/her lunchtime. There are other opportunities to share parts of the day with your child - don't hesitate to speak to your child's teacher to make arrangements to take advantage of them.

Observation

Family observation can create a great opportunity for communication with your child (children) and the staff. Families are encouraged to use the observation areas to observe or casually observe within the classroom spaces. When observing, please remain quiet and refrain from calling out to children or to other adults. Be mindful not to disturb the children. Observation is a wonderful tool; the more time you spend observing children the better you will understand them.

Discussing Child Observations

Before discussing your observation experience with your child, ask yourself if the information will humiliate, embarrass, or anger your child - or even inhibit your child's future behavior in the classroom. It may be valuable to make a non-judgmental comment like, "I was able to watch you use red paint today" instead of "Every time I watch you, you are crying or taking someone else's toy." When observing look for:

- Who your child interacts with
- What equipment or materials your child chooses to play with
- How he/she expresses himself/herself
- What self-help skills are being learned?
- How he/she copes with challenge, frustration, success, etc.
- How you might encourage growth at home by using some of the ideas your child seems to respond favorably to in the Center.
- How others interact with your child
- How you might help the teacher cope with certain issues your child may have that you've been working on at home and now realize are showing up at school, too. If you have questions while observing, please feel free to approach the staff.

Confidentiality

All observers or lab participants working with families or children at the Los Medanos Child Study Center are expected to respect the confidentiality and privacy of each family and their children. We discuss children and their development in a conference setting with parents or other teaching staff, licensing or regulatory agencies who may have a need to know how we are working with children to meet their individual growth and development needs. All assessments and personal documents as well as family information and screening tools will be kept confidential and will be returned to you at the end of the school year along with your child's portfolio.

All information about the child's enrollment, health, and safety will be kept confidentially. All information will be available upon request to administrators, teaching staff, the child's legal guardian, and regulatory authorities, such as, but not restricted to Community Care Licensing

Classroom or Programmatic Concerns

If you are concerned about something that has happened to your child at the Center, please discuss it with your child's teacher as soon as possible. If you do not feel comfortable with the result, stop in or make an appointment with the Faculty Coordinator or Director to discuss the situation. If you still need more support, please contact the Dean of Career Education and Workforce Development.

SAFETY

Emergency Information

Families are required to complete an Emergency Information Card each semester. Program staff must be informed *immediately* of any changes to information on the Emergency Information Card (housed in the emergency binder in your child's classroom). This includes changes in addresses, phone numbers, cell phone, emergency contacts, medical status, pick-up individuals, and your class schedule.

Fire Drills - Emergency Escape Plan- Earthquake and Shelter in Place Drills

Licensing requires that we conduct an emergency drill each month. We evacuate the Center whenever the fire alarm sounds. In the event of a fire drill, fire, or other disaster,

an escape procedure has been designed for each campus department. The procedure for the Child Study Center is posted to familiarize everyone with the established system of evacuation. Should you be close by during evacuation, go to the designated outdoor Site G by the pond or secure area as designated by police. If we need to evacuate campus we will relocate at Mercy Housing across the street or Destiny Academy detailed information can be found in LIC 610 displayed by exits and phones. If we are in lock down mode due to unsafe air or other emergency, the center will be locked and procedures will be posted for parents to follow. If you are on campus, it is best to follow campus advice in making sure that you are safe until the emergency is clear.

Injuries

If your child has had a minor accident at the Center, an “ouch” notice will be put in your child’s cubby before 24 hr. of the incident, telling you what happened and how it was treated. A copy of this notice will also be placed in your child’s file in the classroom. Please ensure to check your child’s cubby and talk to the lead teacher every day when you pick up. If your child has had a more serious injury, staff will provide first aid and you will be called immediately. (This is why it is imperative that information on your child’s emergency card remains current!) Facility staff will call 911 and the campus emergency #3333 should it be necessary. All unusual injuries will follow through with the unusual incident report.

Pick-up and Drop-off Authorization

Children may be dropped off during scheduled times. Only individuals listed on the child’s Emergency Information Card are authorized for drop off and pick-up. To add others, written authorization is required by the legal guardian. Upon arrival, Teachers have a welcoming staff to greet families and children. A greeter staff member will do a health check and touch base with the adult for child and family information. If a child is exhibiting uncharacteristic behavior teacher will check in with the legal guardian and take appropriate steps to ensure the child’s well-being and proper supervision. Staff will not release a child to anyone not listed in writing. Unfamiliar individuals must present a valid ID, even if they have an access code. Please allow time to set up access codes for newly authorized individuals. Classroom access and child viewing are not permitted without proper identification.

If an individual picking up a child is acting erratically or appears unsafe, staff will contact law enforcement immediately to ensure the safety of all children and staff.

Parking Lot Safety

The Child Study Center is fronted by busy parking lot traffic. Please hold your child securely by the hand on your way to and from the Center. Do not let your child run through the parking lots or across the walkways without you. When using our drop off and pick up zone, be sure to display your Child Study Center drop off/pick up permit on the dashboard of your car (**This permit only allows 20 minute parking**). Please inform us at the reception desk anytime when at drop off/pick up zone is filled with cars NOT displaying a Child Study Center permit. If you need to park for more than 20 minutes you must park in parking lots A-B or C and have a valid parking permit. Idling vehicles will be discouraged from the drop-off zone.

Police services will be called to enforce this policy and you will be cited and fined if parked in the red zone, idling, blocking the disabled person ramp or parking longer than 20 minutes.

Protection against Sun, Heat, Cold or Insects

The Child Study Center provides Permission Forms to families who wish to have sun screen or insect repellent applied on their child during the hours he/she is in the center. Families must provide the sun screen or repellent in order to assure that the appropriate type is applied. As part of our curriculum, we encourage children to have opportunities for daily outdoor play. We ask families to assist us by providing appropriate clothing for hot, cold, or wet weather and make sure that you mark each clothing item with your child's name.

Lead Exposure Policy

As a center we operate within a set of policies and procedures that are prescribed by Community Care Licensing. One of these concerns is that we relay to our families the Effects of Lead Exposure to Young Children. Families will be provided a brochure from the California Department of Social Services, entitled "Effects of Lead Exposure." Families will be asked to sign that they have received this brochure. The center filters all water provided for the purpose of drinking in the classroom.

Pest Control Policy and Procedures

The management of The Child Study Center at LMC is committed to providing a safe environment for the children in our care. We seek to prevent children from being exposed to pests and pesticides. Exposure to pests (insects, cockroaches, rats, mice, etc.), pest residue, and the chemicals used to control them can aggravate or cause health problems for children and staff. Allergic reactions to pest residues and the absorption of chemicals used for pest control often are more serious for children due to their smaller size and proximity to the floor. Our Integrated Pest Management (IPM) approach minimizes the exposure of children and staff to pesticides, and includes a variety of non-chemical and chemical methods to prevent and eradicate pests. While pesticides may be used to remediate infestations of pests (such as insects, weeds, and rodents) that may be found in the facility and its surrounding grounds are only used when children are not present, only the least toxic products will be considered and combined with non-chemical methods.

Grounds for Termination

Our program always tries to work with families so that children can be successful in our program. There are a few reasons for us to immediately terminate services to the child and family from our program:

Failure to follow rules of the program by guardians and/or family members: including providing false information; lack of payment for each month of service; frequent late pickups; verbal or physical abuse of any child, staff, classroom pets, school property, or other parent by the enrolled family or their designee; neglect of supplying legal forms in a timely manner, such as, but not restricted to child's physician's report and immunizations.

Staff are Mandated Reporters

All employees upon hire are required to read and sign the CA State License Form LIC 9108 “Statement Acknowledging Requirement to Report Suspected Child Abuse” and complete the “Mandated Reporter Training for Child Care Workers” to satisfy the AB 1207 requirement. Staff are mandated to report any suspected child abuse.

Child Abuse Complaint Procedures

If a staff member is formally accused of child abuse or neglect, we will proceed as legally instructed by Human Resources procedures for Contra Costa Community College District, as well as report it to Community Care Licensing.

HEALTH

Health Exclusion

State Law Requires that all children have a completed physician report, up to date immunizations, and yearly developmental health records on file at the center. Immunization records must be submitted and kept up to date in compliance with California Immunization Requirements and licensing. In the event of a vaccine-preventable disease in the program, families and staff will be promptly notified. Staff will review immunization records to identify children who are under-immunized or otherwise at increased risk. Under-immunized children may be temporarily excluded from care, in accordance with public health guidance, to protect their health and prevent the spread of disease. Families of affected children will be informed of the reason for exclusion, next steps, and conditions for return (e.g., medical clearance or updated immunizations).

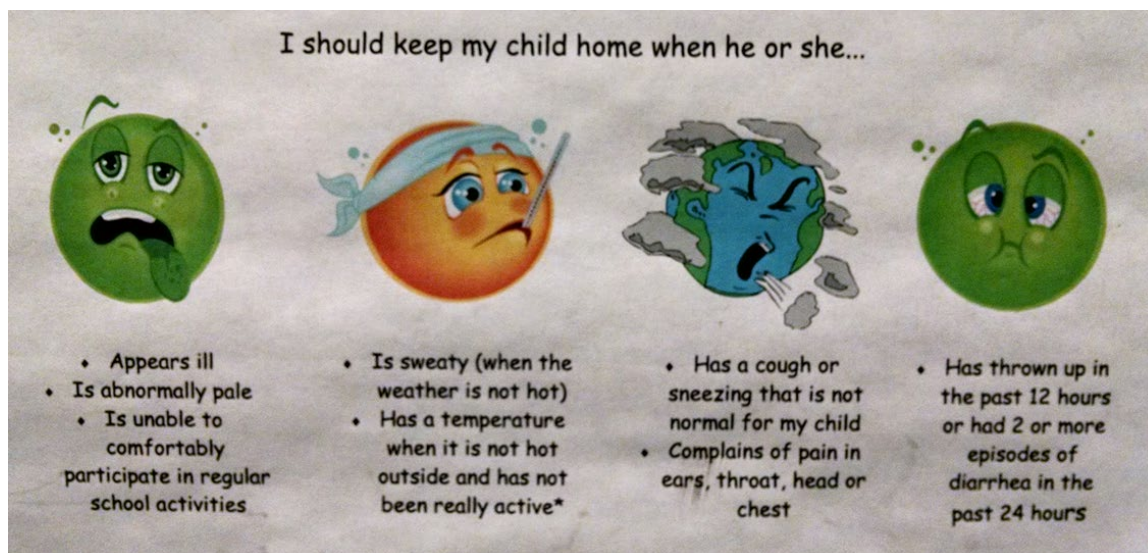
Families are required to advise the Center staff of any health or medical problem which may affect their child.

For the health and safety of all children at the Center, your child will be excluded from the center for:

- Under the arm temperature of 99 degrees or more.
- Conjunctivitis, which is an eye infection commonly referred to as “pink eye”. The eye is generally red with some burning and there is thick yellow drainage being excreted. Your child may return 48 hours after treatment is started and there are no remaining symptoms.
- Bronchitis and/or croup. (They may occur together, but more often separately.) These can begin with hoarseness, cough, and slight elevation in temperature. The cough may be dry and painful, but it gradually may become productive. In croup, there is a loud noise as the child breathes in, and there may be increasing difficulty with breathing.
- Rashes that have not been diagnosed by a physician. We urge you to have rashes diagnosed. If diagnosed as being due to an infection, we must have your physician’s determination in writing that the rash is no longer contagious before your child returns.

- Impetigo of the skin, which shows up as red pimples. These eventually become blisters surrounded by a reddened area. When the blister breaks, the surface is raw, and weeping. We must have your physician's determination in writing that the impetigo is no longer contagious.
- Diarrhea (watery or greenish bowel movements that look different and are much more frequent than usual). A child should not return until three days have lapsed since the onset of the diarrhea, or until the diarrhea has essentially ceased, whichever is the greater period of time.
- Vomiting in the previous 24 hours.
- Severe cold with fever, sneezing, and nose drainage.
- If a child seems really sick without obvious symptoms. In these cases, a child may look and act different. There may be unusual paleness, irritability, unusual tiredness, or lack of interest.
- Children with contagious diseases must be kept at home. Some of these are : (a) Measles, may not return until 6 days after start of rash, (b) Chicken Pox, may not return until 6 days after start of rash or all sores have crusted over, (c) Mumps, may not return until 9 days after start of symptom-swelling of "cheeks", (d) Scabies, head lice, or other infestation, may not return until 24 hours after treatment begins and **completely free of nits** (*see teachers for an information packet if your child has lice or you suspect he/she may have lice*), (e) Strep throat, scarlet fever, or other strep infection, may not return until 24 hours after treatment started and the child is free of fever. (F) COVID, Return to normal activities after 5 days if symptoms improve, no fever for 24 hours (without fever-reducing medication), and a negative test (antigen recommended) on or after day 5.
- If a doctor diagnoses an infection (ear or throat infection, for example) and places that child on an antibiotic, the child should not be brought in until she/he has taken the prescribed medication for at least 24 hours.

Please notify a teacher as soon as possible if your child has been diagnosed with a contagious disease. Regular center sanitation and proper handwashing techniques help to control the spread of disease. We appreciate your assistance in this effort.



Medication

Center staff can administer only prescribed medicine. Each day your child requires prescription medication to be administered by center staff, you must give the medicine in the original container to a teacher and complete a prescription authorization form. Medicine will only be administered according to label instructions on the pharmaceutical container. Inhaled medications will also be administered by center staff that you have trained to administer the medication. Be sure to pick up a packet of papers from your child's teacher so that all the forms can be filled out before the medication is brought to school. No child with medical pre-conditions (diabetes, seizures, asthma, epi pen for allergy, G2 feeding tube or if a Dr. requires a special plan) shall be admitted without the proper medication on-site.

Food and Nutrition -This institution is an Equal Opportunity Provider, full USDA Nondiscrimination Statement in the last page.

We serve children nutritious meals for breakfast, lunch and afternoon snack at no extra cost. Weekly snack menus are posted in the kitchen area as well as on the parent boards, and are planned carefully to provide each child with a well-balanced selection of nutritious foods. Whenever possible, the foods used will be fresh and prepared naturally, without added sugar, salt, preservatives, or food coloring. We rarely serve food that contains sugar other than in its natural form. We only serve unflavored milk. The foods we serve meet the USDA and CACEP food guidelines. Please alert us to any food allergy or religious/cultural restrictions your child might have. We welcome any suggestions you may have about foods to try. As part of our anti-bias multicultural curriculum goals, we enjoy introducing the children to a variety of foods and flavors. All recipes are appreciated!

We work hard to promote good nutritional habits with the children, and we consider the guidelines published by USDA and CACFP as we develop our menus. In order to support these efforts, the center is receiving the Federal Food Program Grant. Parents will be encouraged to complete a meal benefit from each program year so that the center will be able to determine the reimbursement rate awarded to the program. We are fortunate to be able to hire a cook and an assistant cook through the award of this grant. Families are able to supplement up to a maximum of one item per meal that meets [CACFP](#) and LMC standards. If the family decides to opt out of the Food Program, they will be responsible for providing all meals (Breakfast, Lunch, and Snack) that meet [CACFP](#) and LMC standards.

Our program is committed to ensuring equal access to services for all applicants, including individuals with disabilities. All applicants and households are informed of their right to request free reasonable accommodations, including meal modifications, when a disability restricts a participant's diet. Upon request, and in accordance with CACFP standards, reasonable meal modifications will be provided at no additional cost. Requests may require a medical statement when necessary under CACFP regulations. Staff will communicate this right during enrollment and ensure information is accessible and clearly conveyed. No applicant will be excluded or discriminated against based on disability.

We serve meals in a family style with an adult participating at each table. We encourage children in self-help skills by allowing them to serve themselves, pour their own beverages, and assist with clean up. Teaching Staff sit with children who are eating and engage them in conversations. This give and take technique promotes the development of language and vocabulary as well as conventions in communication structure.

In the Infant/Toddler component we adjust infant and toddler individual feeding schedules as we adjust their needs and services plans. Infant's food preferences and eating styles are respected. Infants will be held while feeding from a bottle. Babies and infants will not be given a bottle in their cribs nor will they be permitted to carry bottles or Sippy cups around with them while crawling, walking or playing. Babies who can sit will be encouraged to sit at the table and begin to enjoy eating with their friends. Teachers will assist when necessary with feeding but self-help skills will be encouraged. Teachers/families determine together when it is time to introduce utensils and cups. Families bring bottles, breast milk. Iron fortified Infant formula and food offered at no charge.

Children are encouraged to brush their teeth after lunch and before nap. This will encourage the learning of healthy habits and develop dental hygiene. Children will be provided with a toothbrush, toothpaste and disposable paper cups.

Preventing and Supporting Challenging Behaviors

Beliefs in Preventing and Supporting Challenging Behaviors

Here at the Child Study Center we believe that supporting the social-emotional needs and competencies of children is essential in being successful in the classroom environment. We define Social Emotional Development as: *The developmentally and culturally appropriate ability to express, experience, and manage emotions; as well as establish positive and rewarding relationships with others.*

Just as we were taught to read, swim, multiply, and drive; social emotional skills must be taught and practiced. When a child hits, or gets angry, we view it as an opportunity for learning. Acquiring and implementing social- emotional skills while building positive relationships and friendships takes a lot of practice and support and this builds over time.

Guidelines for Preventing and Supporting Challenging Behaviors

According to the research completed by the California Inclusion Project, intentional teaching will help us support the development of social-emotional skills in children.

www.CAinclusion.org/teachingpyramid

The following diagram a positive social-emotional



What is the Teaching Pyramid?

The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. WestEd's Teaching Pyramid is based on evidence-based practice originally developed by the Center on the Social Emotional Foundations in Early Learning (CSEFEL), authorized by California Department of Education (CDE), and aligned with California's Early Learning and Development System

The Center Staff uses methods of relationship based, positive interactions to guide and assist the children in learning these positive social-emotional skills. Some of these guidance methods include:

- Planning ahead to prevent problems, anticipating and eliminating potential problems.
- Modeling and encouraging appropriate behaviors focusing on what we want (not what we don't want)
- Redirection of a child engaged in an unsafe behavior is supported by offering two positive choices.
- Establishment of consistent, clear rules developed with the children.
- Staff mediate problem solving to help children develop their own solutions while using the six step conflict resolution model.
- Teachers partner with children who are having a hard time by providing additional support and connection. Time outs are not used.
- Logical or natural consequences are applied as appropriate if a child continues to be unsafe to themselves or others.
- It is not permissible for staff/adults under any circumstances to use any form of physical punishment (such as hitting, shaking, pinching, squeezing, spanking, padding, slapping, jerking, kicking, biting, excessive tickling, and pulling of arm, hair or ears; requiring a child to remain inactive for a long period of time.), psychological abuse (such as shaming, calling names, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.) or coercion (such as rough handling, forcing a child to sit down, lie down, or stay down.) when disciplining a child. Appropriate use of restraints for safety reason is permissible.

Policy for Preventing and Supporting Challenging Behaviors

All children have different needs. At our Center we try to address and fulfill each child's needs. In cases where a child has needs that cannot be accommodated at the Center, we will work with your family to find the best placement for your child. For persistent unsafe and non-compliant behaviors (e.g., hitting, pushing, aggressive behavior, swearing), we use a progressive approach to discipline:

- 1) Staff will identify patterns of unsafe or non-compliant behavior and confer with the family. Together, we will develop and implement a variety of strategies to support the child in building self-control and social-emotional skills. The initial approach includes the use of Pyramid Model strategies such as relationship-building, environmental supports, and social-emotional teaching. When a child is not showing improvement with these strategies, an individualized plan will be implemented using the following steps: a) Staff will begin systematic observation and take detailed notes to document behavior patterns to share with the family. b) A meeting will be scheduled with the family to discuss concerns and next steps. c) With family consent, staff will complete Behavior Observation Records (BOR) to assess: Antecedents (triggers): what occurs before the behavior; Behavior: what the child does; Consequences: what occurs after the behavior. Data will be collected over a designated period (typically about one week) to ensure sufficient information is gathered. Staff will analyze the data to identify patterns and determine the most likely function of the behavior (e.g., seeking attention, avoiding tasks, communication needs, or sensory needs). C) Based on this analysis, staff and families will collaboratively develop an individualized support plan that includes prevention strategies, replacement skills to teach appropriate behaviors, and positive behavior support strategies to reinforce success.
- 2) If initial interventions are not successful, the program will ensure that all possible evidence-based strategies and supports have been fully implemented and documented prior to considering exclusion, including individualized behavior supports, environmental modifications, increased supervision, family collaboration, and consultation with specialists (e.g., mental health, behavioral, or early intervention professionals). Only after these interventions have been consistently applied over time and reviewed with the family will exclusion be considered. If concerns persist, a meeting with staff and the family will be scheduled to develop a formal Action Plan outlining specific goals, strategies, timelines, and responsibilities. With family consent, specialists may be engaged to provide additional support, observation, and recommendations. The program will monitor and document progress and maintain ongoing communication with the family to ensure follow-through.

If the child's behavior continues to pose a risk to their own safety or the safety of others despite full implementation of the Action Plan, a temporary separation may be considered while additional supports are put in place. During this process, the program will actively assist the family in accessing services by providing specific referrals, helping schedule appointments, sharing written documentation, coordinating with community agencies (such as early intervention programs, mental health providers, or school district services), and offering guidance in the process. If it is ultimately determined that the program cannot meet the child's needs, staff will partner with the family to identify and secure an appropriate alternative placement, with the support of LMC faculty and community agencies. Dismissal from the program will only occur after all interventions have been exhausted and efforts to support both the child and family have been fully implemented and documented, or if the family does not work with the program to ensure appropriate follow-up and follow through of the plan.

COMMUNITY PARTNERS

Los Medanos College Child Study Center is fortunate to have many community organizations with which to partner. Some of those agencies which we frequently partner with are as follows:

- First 5 of Contra Costa partners with the college in many facets. They support the “Preschool Makes a Difference” program (PMD) by providing funding for children to attend preschool who have never attended before. They support programs for children and families such as the Tandem Reader program. First 5 also supports training programs for teachers and families, such as the Teaching Pyramid and QRIS quality rating programs.
- Contra Costa Child Care Council partners with the college to provide funding for qualified families who need child care while attending college. They provide support to teachers and families in the community who request training in special situations through their inclusion project by providing facilitators who come to the center and connect families to the Regional Center of the East Bay.
- CARE Parent Network is an organization that provides family support, resources, and training network for families of children with special needs.
- Child Care Solutions provides Mental Health Consultation Services for the Licensed Child Care Community and Families in Contra Costa County.
- Early Start provides information and services for children Birth to Three years of age and their families. The Federal Individuals with Disabilities Education Act (IDEA), Part C, and the California Early Intervention Services Act ensure that infants and toddlers with disabilities and their families receive coordinated services early enough to make a difference.

CELEBRATIONS AND OTHER ACTIVITIES

Field trips

Children are taken on walks outside of the building as often as possible and should come to school with weather appropriate clothing. Field trips are limited to the Campus grounds only. Field trips are usually integrated into class interest activities and are selected to enhance the curriculum. This is an opportunity for the children to get to know the campus environment and contributes to their understanding of community. Some of their favorite departments are the music, art, science, and nursing areas as well as exploring the pond and nature preserve.

Photo Policy

We are a Laboratory school and as such, students use children's work, conversations, and photos for educational presentations for their course work. However, we would like to ensure the safety of your child's identity and protect them from electronic exposure and misuse. Our teachers are diligent in removing identifying information from any use of child examples or photographs. At the time of enrollment in the center you will be asked to complete a photo permission form.

Cell phones, iPods, and other electronic device use is not allowed in the classrooms. You may not record children or take pictures of children at any time. If you are seen using any electronic devices in the classroom, you will be asked to leave for the day.

Guardians sign an admissions agreement each semester acknowledging that our Licensing Agency has authority to ensure the safety of their child including any "conditions which could indicate abuse, neglect, or inappropriate placement." Families also sign an acknowledgement that the facility has installed security cameras and that they are managed by campus security.

Holidays, Religious Practices & Birthday Celebrations,

We know that for most families, celebrations, holidays, and religion play an important role in their family culture. However, at the Child Study Center, we have decided not to incorporate the celebration of religious beliefs, holidays, and birthday celebrations into our classroom curriculum. Religious beliefs, holidays, and birthday celebrations are important and have individual meanings for each family, and we honor and respect that.

In support of our anti-bias/inclusive curriculum policies, we strive to be respectful and inclusive of all families. By not including holidays, religious beliefs, and birthday celebrations, we provide a school environment where all children can participate in the classroom activities every day. Our program focuses on the inclusivity of all children, which is why we choose not to celebrate holidays.

That being said, your family culture is important to us, and we want to reflect that in each classroom. You can help us by providing a family photo and artifacts that we can include in our classroom environment. Often, items in our home area are the perfect place for these artifacts.

We also want you to feel welcome to come into the classroom and share aspects of your family culture with us that are not related to holidays, religion, or birthday celebrations. At any time throughout the semester, you are invited to share your family culture. Families can arrange activities or group times with the classroom teachers. Some ideas of what you can share include: foods your family eats, games your family plays, pets you have, places you like to visit, hobbies or activities you enjoy, and your career.

If you would like to invite children to an activity or celebration outside of the center, we have class lists for each classroom. Only families that wish to be on that list are included. To avoid any child experiencing disappointment or feelings of exclusion, we ask that invitations to celebrations be distributed outside of the center via mail, email, social media, text, or call.

Creating a sense of belonging is essential to building a healthy community. For the Child Study Center, our community is LMC. The Child Study Center believes that being part of the LMC community is important, and as such, we actively participate in LMC community events that celebrate LMC students, such as games, graduations, and inaugurations of new facilities. However, we will not participate in events related to holidays, historical events, or personal and religious beliefs. Thank you for your understanding on this very significant and complex issue.

Infant Program

Procedures for interviewing family members

New Enrollment:

Fill out all required enrollment forms, ASQ-3 / ASQ: SE, and “Needs and Service Plan” form. Schedule an interview with the Lead teacher in the infant room, to review the Infants plan. If papers are not filled out it will take 2 to 3 hrs.

Returning Enrollment:

All families are required to submit all re-enrollment paperwork at the front desk and set up an appointment to meet with the lead teacher. Teachers will evaluate the need for new ASQ-3 & ASQ-SE prior to enrollment and will supply the needed paperwork to the family prior to re-enrollment including subsequent interview paperwork.

Assessments:

Teachers set a time to have a 1 hour conference prior to the time the child starts attending school.

During the initial conferences families will have a chance to learn about the program, and teachers will learn about the infant’s daily routine. Families and teachers will set up goals to work with the children. Date for subsequent interviews will be arranged.

Subsequent interview with parent:

Teachers will evaluate the need for new ASQ-3 & ASQ-SE prior to appointment and will supply the needed paperwork to the family prior to the subsequent interview. Take summary of service plan, DRDP’R, subsequent interview paperwork and fill out with the parent, having them sign the form. Score new ASQ/ASQ-SE as appropriate and determine new goals. Set date for subsequent interview with parent.

Sleep

All cribs shall follow the licensing guidelines stated on 101439.1 INFANT CARE CENTER NAPPING EQUIPMENT Crib mattresses shall be made of vinyl or similar moisture-resistant material. Wiped with a detergent/disinfectant daily and when soiled or wet. Maintained in a safe condition with no exposed foam, batting or coils. Cribs equipped with bumper pads shall be covered with vinyl or similar moisture-resistant material. Each crib shall have a sheet to cover the mattress and, depending on the temperature children can be provided a sleeping sack. The mattress shall be set at its lowest position and the side rail shall be locked in its highest position. Cribs shall have spaces between crib slats of no more than 2 3/8 inches.

All Floor mats or cots shall meet the licensing guidelines stated on Section 101239.1(b) shall be provided for all infants who have the ability to climb out of a crib. Each crib, mat or cot shall be occupied by only one infant at a time. Each infant's bedding shall be used for him/her only. Such bedding shall be replaced when wet or soiled, or when the crib, mat or cot is to be occupied by another infant. Bedding shall be changed daily, or more often if required by above. Soiled bedding shall be placed in a sealed bag and laundered it as soon as possible. Cribs, mats or cots shall be arranged so as to provide a walkway and work space between the cribs, mats or cots sufficient to permit staff to reach each infant without having to step over or reach over any other infant. Placement of cribs, mats or cots shall not hinder entrance or exit to and from the napping space.

Staff must place infants younger than 12 months on their backs to sleep, without the use of infant positioners (some examples are pillows, sleeping bolsters, wedge-style positioners, rolled up blankets placed under the infant, elevated crib mattress, car seats, baby chairs, swings, bouncers, high chair etc.), unless ordered by a physician. If an infant arrives to the program asleep, the infant is removed and placed in an appropriate infant sleep equipment.

For sleeping infants' pacifiers should be free of strings, clips, toys should be removed of the sleeping crib or cot. We can use sleep sacks, or wearable blankets are acceptable when zipped or buttoned up, we will not cover infants with a loose blanket.

Providers must check on sleeping infants every 15 minutes and document their condition to check for signs of distress, which includes, but is not limited to labored breathing, flushed skin color, increase in body temperature, and restlessness. Each infant, up to 12 months of age, must have an [Individual Infant Sleeping Plan \(LIC 9227\)](#) on file, which will document the infant's sleeping habits, usual sleep environment, and the infant's rolling abilities.

Feeding

According to licensing guidelines, INFANT CARE FOOD SERVICE 101427 the following shall apply:

Infant Feeding Plan

There shall be an individual feeding plan for each infant. The plan shall be completed and available for use prior to the infant's first day at the center. The director or the assistant director, and the infant's authorized representative and/or physician, shall develop the plan. The authorized representative shall sign the plan to verify that he/she has participated in developing and updating it.

The plan shall include the following items; instructions from the infant's physician relating to special diet or feeding. Feeding schedule. Breast milk or kind of formula. Schedule for introduction of solid and new foods. Food consistency. Food likes and

dislikes. Food allergies. Schedule for introduction of cups and utensils. The plan shall be updated as often as the authorized representative wants, or as necessary to reflect changes in any of the areas specified above.

The infant care center director or assistant director shall discuss current feeding theory with the authorized representative. This discussion should cover the dangers of honey. Authorities recommend that honey not be fed to any infant for the first year of life. Honey may carry botulism spores that can be harmful to young infants and has been known to cause infant botulism.

It is recommended that the discussion include the following "Recommendations for Infant Feeding Practices" by the Department of Human Services concerning the sequence for the introduction of solid foods to infants from birth to 12 months.

Recommended Food for the following ages

Birth-12 months Breast milk, iron-fortified formula, or evaporated milk formula.
At 4-6 months Infant cereal (dry type) At 5-7 months Vegetables, fruits and their juices
At 6-8 months Protein foods (cheese, yogurt; cooked beans, meat, fish, and chicken; egg yolk). At 10-12 months Whole egg

The infant shall be fed in accordance with the individual plan. Bottle-fed infants shall be fed at least once every four hours. The infant care center shall have appropriate food available for the infant. Where the infant's authorized representative elects to provide food for the infant but forgets to bring it, the center shall provide appropriate food for the infant. Introduction of solid foods shall be in accordance with the individual plan.

Bottle-feeding & Formulas

The infant care center shall provide only commercially prepared formulas for infants in accordance with Child and Adult Care Food Program (CACFP). Iron fortified formula is provided at no extra cost to infants. Commercial formulas shall be stored and prepared in accordance with label directions. The specific brand of formula shall be specified in the feeding plan. Any change from one formula to another shall be reflected in advance on the feeding plan. Staff of the infant care center shall not prepare infant formula from basic ingredients.

The infant's authorized representative may provide formula or breast/mother's milk. Such formula or milk shall be bottled before being accepted by the center, date of expressed milk. Bottles shall be labeled with child's name and date. The infant care center may heat formula or breast/mother's milk. A supply of bottles and nipples shall be maintained at the infant care center. Bottles and nipples used by one infant shall not be shared with or used by another infant unless sterilized. Infants who are unable to hold a bottle shall be held by a staff person or other adult for bottle feeding. At no time shall a bottle be propped for an infant. An infant shall not be allowed to carry a bottle while ambulatory. A bottle given to an infant able to hold his/her own bottle shall be unbreakable. Milk is discarded after two hours unrefrigerated and/ or unfinished.

Infants who are unable to sit unassisted chair or other seating equipment shall be held by a staff person or other adult for feeding. Bottles, dishes and containers of food brought by the infant's authorized representative shall be labeled with the infant's name and the current date. Formula in a partially consumed bottle shall be discarded at the end of each day. Food shall be discarded if not consumed within 72 hours of the date on the container label. Bottles and dishes provided by the authorized representative shall be rinsed and returned to the authorized representative for sanitizing at the end of each day. The infant care center shall not serve honey or corn syrup to any infant. Commercially prepared baby food in jars shall be transferred to a dish before being fed to the infant.

Any food left over in the dish at the end of the meal shall be discarded. If requested, arrangements for privacy shall be made for any mother who has reached an agreement with the infant care center to nurse her infant in the center.

Washing & Sanitizing Bottles and nipples

Boiled for a minimum of five minutes and air-dried; or soaked for a minimum of one minute in a sterilizing solution using 1/2 cup of bleach and five gallons of water and air-dried; or bottles may be washed and sterilized using a dishwasher.

*Infants shall not be bathed in, and diapers or clothing shall not be rinsed in, the food-preparation area.

Using the dishwasher to sterilize:

<https://www.3mediasolutions.org/privid/112887?key=160b682ac8c049840a4d8a6dd00c2e82954a7925>

Diapering

For children who are unable to use the toilet consistently, the program makes sure that:

- For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces:

- At least every two hours when children are awake unless otherwise directed
- All diapers are checked when children wake up from their naps.
- Diapers are changed when wet or soiled. If a child runs out of diapers we always have extra on hand. Parents will be asked to replace borrowed diapers.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility. Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface. We use the straps on the changing table as well as keeping on hand on the infant at all times. Our disposal receptacle has a foot active top.

In the changing area, staff:

- Post changing procedures
- Follow changing procedures (as outlined in the cleaning and sanitation frequency table).
- These procedures are used to evaluate teaching staff who change diapers...
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. These surfaces are

separated from food prep areas and no food or feeding are placed on the changing surfaces.

- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device.
- Containers are kept closed.
- Containers are not accessible to children.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf

How to change a diaper demonstration

<https://www.3cm mediasolutions.org/privid/112888?key=c49d74a9effeaaddc91b5ce2cc9010540b26ef10>

Infant Development Philosophy

We believe that infants give their full potential when given the opportunities to thrive through free exploration of movement without barriers. When it comes to an infant's development, we move with the child's skills and not ahead. When a young infant shows signs of readiness to sit, stand, or climb, our teachers will make sure that the child is safe in those positions as they learn those new skills. We foster movement and exploration as the child is ready to act upon it.

Curriculum

Project Approach curriculum is applied for individual children, a total of (8) Exploration times will be added to infant's portfolio. At the Child Study Center we believe that children learn best when the topics that they study are meaningful to their lives. That is why we have chosen the emergent/project approach to curriculum. What this means is that we intently observe children to understand what they are really trying to figure out about their world as they play. From our observations of what children say and do, we create a project together with the children. The project integrates math, language, art, music, movement, and science to help children study in depth the things in their world that interests them. Our goal is that children learn to ask questions about what they are doing and thinking, and develop strategies to find the answers. We want to support children's learning beyond providing them with experiences. We want to support and engage them as active learners who can reflect, predict, question, record and strategize as they build an understanding about their world. What we find is that in order to do this children are drawn to using emerging skills: math to compare and count; writing to record their ideas and outcomes; reading to find more information, and science to test their predictions.

In this curriculum model, we ask you to extend the children's learning by:

- asking questions that encourage children to establish what they already know about the topic and what they would like to know
- helping children figure out approaches to finding answers for what they do not know

- providing the materials for children to delve into depth on a particular area of interest
- recording what is happening and sharing their observations with the children
- helping children record their findings
- supporting the children's reflection of the discovery process
- documenting the project for the children, families, and child development students using language to describe and narrate activities to build vocabulary and to draw attention to concepts and relationships

Primary Care Giving

A child's learning is optimized when he/she feels comfortable and secure at school. One way to support the development of this goal is to create primary care groups with one consistent teacher offering the main care and close relationship for the child day after day. We have structured the program so that each child has an opportunity to develop a primary relationship with a teacher and a group of children. Each child is assigned a primary teacher and group. The primary care teacher greets children and families, keeps a portfolio of each child's work and development, communicates observations of the child with the family, plans activities for their area, collaborates with families and students assigned to their group, and facilitates group times with their primary group of children. Children are not limited to playing only with other children in their group or only getting assistance from their primary teacher. The Child Study Center is a collaborative environment for both teachers and children. However, we believe supporting children with some primary relationships may enhance their security at school.

Additional Resources:

How to use the thermometer

<https://www.3mediasolutions.org/privid/112921?key=a8fbc7268dc9a1df22f6fc6e6600e54b70337cbd>

How to open a stroller

<https://www.3mediasolutions.org/privid/112897?key=7d3a6233e3a7563475a68e87c65bd76d52917100>

SUPERVISION AND RATIOS

Supervision

Preschool and kindergarten children must be in sight most of the time, staff have to position themselves to best hear the children. The infant and toddler room children must be in direct visual and hearing supervision of a teacher at all times. Such as but not limited to the following nap area, indoor classroom, outdoor areas, bathrooms and fieldtrips. You can aid the visual with mirrors but this are not to replace the direct supervision of an adult.

Best practices suggest that we monitor the supervision of children by comparing it to the daily sing in and out with the number of children under our care. Head count should be compared to the roster throughout the day, especially during meal times.

Ratios and Classroom Size

Ratios in the classroom should be kept as following or better-

Infant room: 1 adult to 3 infants with a maximum of 8 children per room

Toddler's room: 1 adult to 6 children with a maximum of 12 children per room

Preschool room: 1 adult to 8 children a maximum of 20 children per room

Thank You!

We appreciate the opportunity to work with your child and your family. We look forward to learning together!

Enrollment Survey

Original was included in your enrollment packet

NAEYC Self-Assessment Family Survey

LOS MEDANOS COLLEGE is conducting this family survey as part of its Self-Assessment to become accredited by the National Association for the Education of Young Children (NAEYC). Family perspectives are essential to the NAEYC Accreditation process. To achieve accreditation, programs must provide opportunities for families to participate in the Self-Assessment and program improvement process. Programs must provide all enrolled families the opportunity to respond confidentially and anonymously to this survey; for example, no names, identifying information, or coding may be used. At least half of all enrolled families must return the survey for the results to be considered valid. The program compiles the results and reports them to NAEYC. For more information about NAEYC Accreditation, please visit www.rightchoiceforkids.org.

Directions For each statement, choose "Yes," "No" or "DK" for "don't know." If the statement does not apply to your child's program, choose "NA" for "not applicable" if "NA" is provided as an option for that statement. Please do not write in responses that are not offered as an option and please choose only one response per statement.

	YES	NO	Don't Know	N/A
1. I have a good relationship with my child's teacher and other staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher takes good care of my child, helps my child learn to get along with others, and is a good teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher often shares information about things happening in the program and wants to know about things my child is doing at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I talk with a teacher about my child at least once a week (or every day if my child is a baby.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have received information at enrollment and/or throughout the year about the program and my child's classroom, including information about:				
a. Program mission and philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Rules and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Procedures for drop-off and pickup and handling emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I receive this information in a language that I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher asks about things that are important to our family and uses this information to help my child grow and learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. For families who speak a language other than English at home: The teacher and I discuss the language used to teach my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am invited to take part in classroom activities and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I disagree with how a teacher works with my child, I feel comfortable letting the teacher know and working together to find a solution that works for both of us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am comfortable with what my child is learning and how my child's progress is measured. I have the opportunity to discuss what is learned and how it is measured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how the program makes sure that information about my child and his or her progress is kept confidential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I receive written reports about my child at least twice a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am told about my child's progress in language I understand and in ways that are respectful to me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The teacher and program work with me to meet my child's individual or special needs and help me get other resources within the community when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The program helps me get to know other families in the program and encourages us to support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am always welcome at the program and am invited to participate by helping to plan events, being involved in decisions about the program, and taking on leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am provided a translator when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The program staff helps me learn about community events and resources that can help my child and family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The program gives me information to help my child make a smooth transition to kindergarten or first grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When program evaluations are completed, I receive information about the findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I generally feel respected by the program staff and that my contributions are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. For families with babies only: The program supports breastfeeding by providing space, storing milk, instructing staff on handling procedures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. For families with babies or children with special nutritional needs: Staff work with me to meet my child's nutritional needs and document for me what my child eats each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey! If you are interested in more information about NAEYC Accreditation, please visit the Web site: www.rightchoiceforkids.org

Child Study Center Introduction

When first present in the classroom as either a volunteer or practicum student figuring out what you should do is often challenging. Below is a list of introductory guidelines that you need to follow while working in the center. It takes time to feel comfortable to know what to do and say in each situation. You have wonderful models in the teachers who are always willing to discuss how to handle a situation or provide the reasons for why they handled a situation a certain way. Watching the teachers is a great way to learn.

1. Upon entering the classroom put your personal belongings away in the closet, put on your assigned apron color. If you need to leave the classroom during your scheduled time for any reason (bathroom, etc.) please let a teacher know.
2. Next wash your hands. Proper hand washing procedures are posted by each sink. Hand washing is done often throughout the day and always: upon arrival, before preparing or serving food, before feeding children, after diapering or assisting children with toileting or nose wiping. After handling pets or animals, before and after providing first aid.
3. When you are present in the classroom please do not chew gum or walk around with food or beverages.
4. **Cell phones, iPods and other electronic device use is not allowed in the classrooms. You May not record children or take pictures of children at any time.** If you are seen using any electronic devices in the classroom you will be requested to leave for the day. If you are observed again with a cell phone or any other device you will be dis-enrolled from CHDEV 83 and will not have the privilege of observing in our center for any of your other classes.
5. Check in with your assigned classroom teacher for a daily update and possible activities to support.
6. Whenever possible it is best to interact with children and supervise an area from the child's level (Sitting on the floor, sandbox or in a small chair). Our goal is to support children not manage them. At the same time you need to position yourself so you see as many children as possible. On occasion you may need to stand to properly supervise.
7. Your primary focus is the children. Keep conversations with adults simple, brief and pleasant. Please be mindful not to hold discussions about a child while in children's presence. Lengthy conversations need to be scheduled for outside classroom time.
8. We honor children's work. Therefore when supervising an art activity please participate at the child's level. Let the child lead and you follow. If you are doing your own work, children may become more interested in what you are doing than what they are doing. Your work is also at a higher level than a child's and creates a model or image that they cannot replicate. Children should be supported in doing their work.
9. When conflicts arise between children we want them to be active in the resolution of the problem by finding a solution that works for all the children involved. Sometimes this requires adult support and we use a 6 step conflict resolution model (See attached). It takes time to be comfortable using this model, ask for teacher support if you need help. **We do not ask children to say they are sorry. Often this becomes forced and without meaning.** We want the children to go beyond this and actively become problem solvers and learn from the situation. We want to help children develop a sense of empathy for those around them.
10. Parents often want you to share information with them about their child. Please direct parents to a teacher for issues or concerns. It is appropriate to share briefly with a parent a positive thing about a child's day.
11. As you work in the classroom you will learn that what we say to children is very important. Here are a few tips:
 - a. State what you want, not what you do not want. (Walk instead of don't run)
 - b. Describe what you see without judgment (You drew with blue and green) instead of praising (what a beautiful picture). You can also say, "Tell me about it".
 - c. Please try to avoid comments about children's clothing and appearance. We want to stress what children do as being important, not what they wear or look like.

Due to licensing requirements, no one may be left alone with any child (except their own) at any time unless fingerprinted in association with LMC Child Study Center and must have 12 units of CHDEV. We strive to make each person's participation in our center a positive one. We consider our children's safety in the center our first priority and we ask that you also help to keep all interactions confidential and professional.

I have read the above introduction and will follow these guidelines in the center's classrooms.

Signature _____ Date _____

Steps in Resolving Conflicts

- 1. Approach calmly, stopping any hurtful actions**
 - ✓ Place yourself between the children, on their level.
 - ✓ Use a calm voice and gentle touch, staying connected to each child throughout the process.
 - ✓ Remain neutral rather than take sides. Remember there are no victims and no bullies.

- 2. Acknowledge children's feelings**
 - ✓ "You look really upset."
 - ✓ Let children know you need to hold any object in question.

- 3. Gather Information**
 - ✓ "What happened?"
Ask each child what happened, listening to one child completely and then the other.

- 4. Restate the Problem**
 - ✓ "So the problem is..."

- 5. Ask for feelings & ideas for solutions and choose one together**
 - ✓ "How does _____ (other child) feel?" (Ask both children)
 - ✓ "What will make him/her feel better?" (Ask both children)
 - ✓ "What can we do to solve this problem?"
 - ✓ Encourage children to think of solutions & support them to decide on one solution.

- 6. Be prepared to give follow-up support**
 - ✓ "You solved the problem!"
 - ✓ Stay near the children and check back to see that the solution is implemented.

USDA NONDISCRIMINATION STATEMENT

For all other FNS nutrition assistance programs, state or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

07/25/2022